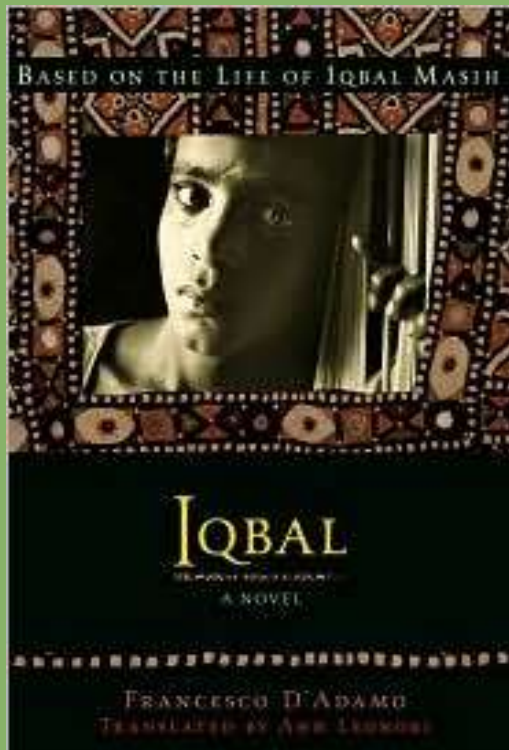


Iqbal: A Novel Unit Plan

Lynnette King, Carly Fleet and
Sarah Graves



Iqbal - Novel Study Unit Plan

Teachers	Ms. Sarah Graves, Ms. Carly Fleet, Ms. Lynnette King
Subject/Grades	English Language Arts - Grade Seven
Unit Duration	15 Classes (3 Weeks)
Themes/Genres/Issues	Child Labor, Multiple Perspectives

Curriculum Outcomes

New Brunswick English Language Arts

Instruct	Reinforce	By-Product
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Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

SWBAT participate in small-group conversation and whole-class discussion, recognizing that there is a range of strategies that contribute to effective talk.

Follow instructions and respond to questions and directions.

Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose

SWBAT demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points already made.

SWBAT demonstrate a respect for others by developing effective ways to express personal opinions so that they reflect sensitivity to others, including those whose culture and language are different

Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts

SWBAT read widely and experience a variety of young adult fiction and literature from different provinces and countries.

Demonstrate an awareness of how authors use pictorial, typographical and organizational devices such as photos, titles, headings, and bold print to achieve certain purposes in their writing, and use those devices more regularly to construct meaning and enhance understanding.

Develop some independence in recognizing and using various reading and viewing strategies (predicting, questioning) to construct meaning; apply and develop these strategies and systems while reading and viewing increasingly complex print and media texts.

Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies

SWBAT identify and articulate personal needs and personal learning needs with growing clarity and some independence.

SWBAT use research strategies such as issue mapping and webbing to guide research.

Students will be expected to respond personally to a range of texts

SWBAT extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts.

SWBAT make evaluations or judgments about texts and learn to express personal points of view. While learning to express personal points of view, develop the ability to find evidence and examples in texts to support personal views about themes, issues and situations.

Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination.

SWBAT experiment with a range of strategies (brainstorming, sketching, free writing) to extend and explore learning, to reflect on their own and others' ideas, and to identify problems and consider solutions

Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes

SWBAT produce a range of writing forms (journals, advertisements, messages, interviews, questions, dialogue)

SWBAT begin to understand that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters and advertisements.

Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

SWBAT acquire some exposure to the various technologies used for communicating to a variety of audiences for a range of purposes (word processing, videos)

SWBAT demonstrate a commitment to crafting pieces of writing and other representations

Summary

Although this book is a work of fiction, it is based on the life of Iqbal Masih, a young Pakistani boy who escaped a life of slavery in Pakistan and spoke out internationally against child labour. The story is told from the perspective of the fictional character Fatima, who is one of many children enslaved at a carpet factory. When Iqbal arrives there, he convinces the children that their master has no intention of ever releasing them, and their only chance of freedom is to escape.

After a failed escape attempt and subsequent punishment, Iqbal manages to run away a second time. With the law on his side, and through the help of the Bonded Liberation Front, the carpet factory is uncovered, and the master is arrested. The children are returned to their homes and families, with the exception of Iqbal, Fatima and their friend Maria, who remain at the headquarters to assist the cause of the Liberation Front. Iqbal helps them to free hundreds of other children from bonded labour, and his attempts to go after the moneylenders and rich merchants gain him local notoriety and international media attention. He leaves Pakistan temporarily to deliver speeches in the United States and Sweden. Upon his return to Pakistan, he is gunned down by the “carpet mafia” on Easter Sunday of 1995.

Assessment

In-Class Activities (Dialogue, Hot Seat, Debate)	10%
Participation	10%
Journal Entries (3)	30%
Flyer Project	10%
Social Networking Profile	10%
Choice Assignment	30%

Novel (one per student)

Iqbal: A Novel by Francesco D’Adamo. Translated by Ann Leonori.

Handouts

Graphic Organizer (Jot-Pair-Share)
T-Chart
KWL Chart
Social Networking Profile
Sweatshop Activity Worksheets
Group Work Rubrics

Video

Freedom Hero: Iqbal Masih
<http://www.youtube.com/watch?v=t0D6K18wq8A>

Technology

SMARTBoard

1:1 Laptops

<http://productsofslavery.org>**Other Materials**

Newspapers

White paper

Markers, crayons, pencil crayons

Books*Stolen Dreams: Portraits of Working Children* by David L. Parker

Class One

Introduction to Child Labor

Duration	45 Minutes
Materials	SMARTBoard, T-Chart, <i>Stolen Dreams: Portraits of Working Children</i> by David L. Parker
Groupings	Individual, Dyads, Whole-Class
Multiple Intelligences	Interpersonal, Intrapersonal, Visual, Verbal-Linguistic
Assessment	Self Assessment and Teacher Assessment using the Group Work Rubric

In this foundational class, students will explore the definition and forms of child labor and develop a common vocabulary and understanding of the term.

Students will complete a Think-Pair-Share activity based on the following question

- What is child labor?

Each group will share their answers. Engage in a whole-class discussion about child labor, defining what it is and what it is *not*. Compare child labor to small jobs that students would do, such as babysitting or a paper route. What is similar? What are the differences? Show photographs from *Stolen Dreams: Portraits of Working Children* by David L. Parker, and analyze them as a class. Discuss the following terms:

- Rupee
- Debt
- Overseer
- Sweatshop
- Bonded Laborer

In groups of four, students will complete a T-Chart based on the class discussion on what child labor is and what it is not. Students will come together and create a chart on the SMARTBoard as a whole class.

Class Two

Child Labor Discovery Workshop

Duration	90 Minutes
Materials	1:1 Laptops, Question Sheets.
Groupings	Choice groups of five, Individual
Multiple Intelligences	Intrapersonal, Interpersonal, Visual, Verbal-Linguistic, Naturalistic
Assessment	Question Sheets will be assessed using the Evaluation Rubric; Exit Slip will be used for Diagnostic Assessment

Students will participate in a Discovery Workshop. The purpose of the Discovery Workshop is for students to explore the countries in which child labor exists, and the products that are produced as a result. This activity provides the background knowledge for students to make real world connections when they begin to read *Iqbal*.

Randomly assign students one of the Top 25 Products that are being processed by child laborers in the world today (the website provides a Top 50 list for larger classes). Some of these products include sugar, gold, diamonds and carpet (which is the product that the children in *Iqbal* make). Individually, students will access the Products of Slavery website (<http://productsofslavery.org>) and will be given the following inquiry questions to answer over twenty minutes:

- ▶ What is the name of your product?
- ▶ In which countries is your product found?
- ▶ Where is this product used in everyday life? Do you ever use it?
- ▶ What are the dangers that children face in acquiring or making this product?
- ▶ Why do you think a child would be forced into this job?
- ▶ Describe one of the stories of child labor from your product. How did this make you feel?
- ▶ Recommend something (big or small) that you can do to help stop child labor.

Afterwards, students will participate in a jigsaw activity at their table; in groups of five, students will have five minutes to share their answers with their teammates. By the end of this activity, students will have acquired five new areas and products of child labor, and will have explored their personal stances on the topic.

Students will complete an Exit Slip with the following question:

- ▶ Do you believe that child labor affects you? If so, how? If not, why not?

Class Three

Experiential Learning

Duration	90 Minutes
Materials	Newspaper, fake coins or bills for Rupees, Paper Bag Math Sheet, Paper Bag Purchasing Sheet, Paper Bag Instructions
Groupings	Choice groups of five, whole class, individual
Multiple Intelligences	Bodily-Kinesthetic, Intrapersonal, Interpersonal, Logical-Mathematic, Verbal-Linguistic
Assessment	Self-Assessment and Teacher Assessment using Group Work Rubric; Journal entry will be assessed using Journal Rubric.

Students will participate in a Sweatshop Activity. Students will form choice groups of five; each group will represent a poor family in Pakistan who construct and sell paper bags to survive. With an allotted time period (which can be adjusted based on the length of the class period), students will construct as many paper bags as possible; ten paper bags will be worth one rupee. At the end of the activity, students will receive a math sheet and a sheet with the prices of necessities for a family of five (food, water, shelter, clothing, medicine, and so on). Students will have to choose what to buy with their menial amount of money. Afterwards, students will participate in a whole-class discussion and write a journal entry based on their experiences; use these guiding questions to support the entry:

- ▶ Did your team make enough money to stay alive? Did you use any strategies to make paper bags faster?
- ▶ What did you buy with your money? Why did you choose to buy these items over others?
- ▶ Did you have to make a tough decision between buying one item and another? How did this make you feel?
- ▶ How might laborers compensate for needing certain items, but not having the money?
- ▶ Where do families get the paper to make the bags?
- ▶ Why are shopkeepers so powerful? Who are their equivalents in our global society?

Newspapers are used during this activity; however, the ink from the newspaper may rub off on students' hands or on desks. Bring cleaning supplies or use another type of paper instead.

Class Four

Introduction to *Iqbal* and Predictions

Class Reading Focus - Chapter 1

Duration	90 Minutes
Materials	<i>Iqbal</i> text, KWL Charts, Student Journals (hand-written or typed)
Groupings	Individual, Dyads, Whole-Class
Multiple Intelligences	Interpersonal, Intrapersonal,
Assessment	Formative Assessment on class discussion; Journal Entry will be assessed using the Journal Rubric

Begin the class by showing students the cover of the novel. Explain to students that the novel is based on an actual person, Iqbal Masih; Iqbal was a child laborer in Pakistan in the 1980s and 1990s. Distribute the KWL Chart and have students answer the following questions

- ▶ What do you know about Iqbal Masih? (K)
- ▶ What do you want to know about Iqbal Masih? (W)

Give students 2-3 minutes to answer this question individually, then give them 2 minutes to share with a partner.

Model a Read Aloud of the first chapter of *Iqbal*; through the text, have students Stop-and-Jot answers to the following questions

- ▶ Even though Fatima has worked for Hussein for a long time, the marks on her chalkboard never seem to disappear. Why might this be?
- ▶ Why do you think Hussein hires children?
- ▶ How do you think Fatima and the other children feel about carpet-weaving?
- ▶ Where do you think Iqbal comes from?
- ▶ Why does Iqbal arrive at Hussein's carpet factory?
- ▶ What might be so special about Iqbal?

Afterwards, have students turn to their journals to answer the following question

- ▶ Write a journal entry that describes what you think will happen next. Base your predictions on your prior knowledge and evidence in the text.

Class Five

Dialogue and Character Development

Class Reading Focus - Chapters 2 & 3

Duration	90 Minutes
Materials	5W Chart; Highlighted and Chunked Text, Sample Scripts.
Groupings	Ability Groups of Three, Individual, Whole-Class
Multiple Intelligences	Interpersonal, Intrapersonal, Verbal-Linguistic
Assessment	Self-Assessment and Teacher Assessment with Group Work Rubric; 5W Chart will serve as a Diagnostic Assessment

Each class will be taught on the presumption that students have come to class prepared and have read the required chapters, so that we may use class time to discuss the text and participate in activities instead of reading the novel each day. It is a common middle school Language Arts practice that students read for 20 minutes each night, and many middle schools have daily silent reading periods. The chapters assigned each night are relative to these reading requirements, but also allow students who have not read the text (this *always* happens) to still be able to participate in and benefit from in-class activities.

Distribute a 5W Chart (what is the issue, who does it involve, why does it happen, when did it begin happening, where does it happen); students will complete this individually, and submit it to the teacher at the end of class. This way, the teacher can judge how quickly students are able to move through the book, and determine if anything needs re-teaching or if students are struggling.

As a class, read aloud the passages on pages 18 and 19, where Iqbal recounts the story on how he became a slave. Ask students to consider the following questions (this can be done as a Stop-and-Jot, Think-Pair-Share, or whole-class discussion). While Iqbal gives us certain facts about his family, he leaves things out, and we must fill in the blanks.

- ▶ Who are Iqbal's parents? What are their names?
- ▶ What do Iqbal's parents do for a living?
- ▶ Where do they live? Are Iqbal's parents indentured servants, too?
- ▶ Why might Iqbal have been sold?
- ▶ How did Iqbal's parents feel when forced to sell him? How did Iqbal feel?

Break students into groups of three based on ability. In these groups, students will be responsible for writing a dialogue that might have taken place between Iqbal's parents when they made the decision to sell Iqbal. Students will present their scenarios to one other group of three. Present students with the options of printouts of chunked text, highlighted text, or sample scripts for struggling students; all students will have access to these resources. Students will be given a Group Work Rubric at the end of the class to assess their work.

Class Six

Iqbal in the Hot Seat

Class Reading Focus - Chapters 4, 5, 6, 7

Duration	45 Minutes
Materials	<i>Iqbal</i> Text, Student Journals
Groupings	Whole-Class, Individual
Multiple Intelligences	Bodily-Kinesthetic, Intrapersonal, Interpersonal, Verbal-Linguistic
Assessment	Students will be formatively assessed based on questioning; Journal entry will be assessed using the Journal Rubric.

By this point in the novel, students will have a clear idea of what *Iqbal* is all about; so far, he has made a breathtaking rug and has cut it to shreds in protest, an act that is punished by imprisonment in the tomb.

Students will participate in a Hot-Seat activity with *Iqbal* as the main character. Place students in a semi-circle around the classroom, with a seat for *Iqbal* in the middle. Students will have the opportunity to develop questions to ask *Iqbal*, who is currently imprisoned. The part of *Iqbal* can be played by a student who is seriously interested and informed about *Iqbal* as a character. However, *Iqbal* can also be played by the teacher, which gives the opportunity for the teacher to clarify parts in the story that are misleading, and to give genuine, in-character answers.

Afterwards, students will write their second journal entry on a choice of three questions;

- ▶ What effect do you think *Iqbal*'s rebellion will have on the other children in the factory?
- ▶ Write a journal entry about something you believe in as much as *Iqbal* believed in freeing the bonded children.
- ▶ Create a visual representation of *Iqbal* and the children at the tomb.

Class Seven

Social Networking and Literacy

Class Reading Focus - Chapters 8 & 9

Duration	90 Minutes
Materials	<i>Iqbal</i> Text, Social Networking Templates via 1:1 Laptops or on Paper.
Groupings	Whole-Class, Individual.
Multiple Intelligences	Interpersonal, Intrapersonal, Visual, Verbal-Linguistic
Assessment	Social Networking Profiles will be assessed using the Evaluation Rubric

During this class, students will discuss the children's discovery that Maria is literate. Read aloud pages 72-74; at the end, ask students to answer the following question in words or through an artistic interpretation:

- Why is Maria's literacy important?

Have students share their answers, and discuss literacy as an empowerment through Text-to-Self, Text-to-Text, Text-to-World.

- Text-to-Self - Have students Stop-and-Jot a time when reading helped them figure out a problem.
- Text-to-Text - Connect Maria's literacy to Fatima's slate in Chapter 1.
- Text-to-World - Although Maria is literate, she never speaks. Discuss why child laborers may lack a voice. If students struggle to make this connection, scaffold their thought by referring to Iqbal's trip to the tomb.

Ask students how they use their "voices", or what they do to extend their thoughts. Ultimately, one student will recommend Facebook. Introduce the Social Networking Template, and have students create a Social Networking Template for their favorite character from the text. Templates can either be distributed online, or on paper, depending on resources. Students will have the remainder of the class to create their Character Profiles.

Class Eight

Literacy Flyers

Class Reading Focus - Chapters 10 & 11

Duration	90 Minutes
Materials	SMARTBoard, White Paper, Markers, Pencil Crayons, 1:1 Laptops (if available), Coded Instructions Sheet.
Groupings	Dyads, Individual, Whole-Class
Multiple Intelligences	Bodily-Kinesthetic, Visual, Logical-Mathematical, Interpersonal

As a warmup and a continuation of last day's discussion on literacy, read aloud the following passage from the book, found on page 78:

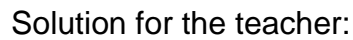
It seemed as if suddenly and miraculously, all those little marks we had drawn on the sand, those strange, incomprehensible pothooks, assumed meaning. We saw a sentence form on the paper, all by itself – I swear, we didn't do anything. It just came together, and it told us things.

Ask a student volunteer to explain what this passage means in his or her own words. Then, to simulate how it might feel to not be able to read, hand each student a sheet with the following coded message (on the next page), and ask students to read it. When they are unable to do so, ask them what they would need to be able to do to read it. Anticipate that students will answer that they would need to understand what the symbols mean. Give them several of the letter equivalents of the symbols from the key, and progressively give them a few more until they are able to decipher the code. Ask students what connections they can make between this activity and the inability to read. Discuss the importance of being able to read, and the activities they do in their daily lives that require them to read.

Explain to students that today, they will be creating a flyer on a topic that they are deeply concerned about that effect them in their everyday lives. Take five minutes to brainstorm possible topics with the whole class. Possible answers could range from child labor, to bullying, to the school dress code, to the price of the new iPhone.


Before students begin their flyers, model Iqbal's flyer on the SMARTBoard. As a whole class, students will analyze the important features of a flyer - titles, bold and large text, photographs, people, places, times, dates, borders, and the 5Ws. Students will have the remainder of the class to create their own original posters on a topic that they feel strongly about.

For Class Eight




Key:

$$\star = \mathbf{1}$$
$$\checkmark = \mathbf{a}$$

 = **b**

● = n

 = **u**

 = **h**

Class Nine

Debate

Class Reading Focus - Chapters 12 & 13

Duration	45 Minutes
Materials	<i>Iqbal</i> Text, SMARTBoard
Groupings	Whole-Class, Large Groups
Multiple Intelligences	Intrapersonal, Verbal-Linguistic

Read aloud pages 91 and 92 from the book, and use the following questions to prompt class discussion:

- ▶ Why do you think that Iqbal wants to stay in Lahore?
- ▶ What might be the positive outcomes of Iqbal staying in Lahore?
- ▶ What might be the repercussions of Iqbal staying in Lahore?
- ▶ Do you think that his life might be in danger if he stays? Why or why not?

Students who give suitable and thoughtful responses will be allowed to write those responses on the SMARTBoard.

Number the class at random by assigning each student either number one or two. Allow the students to form their own pairs, but each pair must consist of both a number one and a number two. Explain to the students that, in these pairs, they will each be arguing a different perspective of what Iqbal should do. Tell students that while they may not agree with the perspective that they are arguing, this activity is not about expressing personal opinion, but rather about convincingly supporting the argument they are given. Students assigned to number 1 will argue reasons why Iqbal should stay in Lahore, while students assigned to number 2 will argue reasons why Iqbal should return to his family. Students may use the ideas previously written on the SMARTBoard to develop and support their arguments. Explain that one student will take a turn offering one viewpoint, and then the other student will respond with a divergent viewpoint, and so on. Ensure that the debates do not turn into quarrels and that students speak in turn. While this is a very simplified way of holding a debate, it will introduce students to the idea of it, as they will likely encounter the debate format in subsequent grades.

Class Ten

The Real Iqbal and Projects

Class Reading Focus - Chapters 14 & 15

Duration	90 Minutes
Materials	Video <i>Freedom Hero: Iqbal Masih</i> (SMARTBoard, YouTube, Speakers), Project Guidelines
Groupings	Individual, Whole-Class
Multiple Intelligences	Visual, Verbal-Lingustic

Students will watch the video *Freedom Hero: Iqbal Masih*. While students are watching the video, they will jot down ten things that they did not know prior to the video, or create an artistic interpretation.

During this class, take thirty minutes to introduce the final project for the unit.

Classes Eleven - Fifteen

Work Periods

Students will be given the final week of the unit to work on their projects. Students will be presented with a Choice Board with six differentiated choices based on Multiple Intelligence preferences. The Choice Board with project details will be sent home with students over the weekend; they will be required to choose their topic, have the project handout signed and come to class prepared to work on Monday. 1:1 Laptops will be required for this project week. For a more detailed description, see the following page.

Choice Board Activities

Child Labor Photo Essays - (Visual, Verbal-Linguistic, Naturalistic, Interpersonal)

Working individually, in pairs, or in groups of three, students will create photo essays about child labor around the world. Students can print photos from the Internet or cut images out from magazines. Students will arrange their photos on poster board, and give each photo a caption that states the country and the type of work being done. Students should include ten facts about the history, causes or results of child labor throughout the photo-essays.

Include a database of websites and magazines, scissors and glue for student use.

Newspaper (Visual, Verbal-Linguistic, Interpersonal)

Write a newspaper article about a form of child labor that exists in the world today. purpose of your article is to inform members of your audience and call them to action to help end child labor.

Data Collection (Intrapersonal, Logical-Mathematical)

Students will develop inquiry questions about child labor, and interview school staff and classmates on their thoughts or knowledge of child labor. Students will calculate data and create a graph to present to the class though a medium of their choice. Students must write at least two observations. (Interpersonal and Logical-Mathematical)

Character Interview (Intrapersonal, Verbal-Linguistic, Musical)

Students can chose a partner for this. One student will be the interviewer and the other will be a character from *Iqbal* of their choice. Questions for the interview will need to be developed by the student's and approved by the teacher. Students may also wish to work alone; however, they will be required to use GarageBand to modify their voice.

Text-to-Text Connection: Film (Visual, Bodily Kinesthetic, Interpersonal, Musical)

Using Photostory, Windows Movie Maker, or iMovie, students will create a video on the life of one of the fictional characters from *Iqbal*. Resources must be Creative Commons and must show a development of character using information from the text.

Children's Story (Verbal-Linguistic, Interpersonal, Intrapersonal, Bodily Kinesthetic)

Write and illustrate a children's story on the theme of child labor. Students will select a target audience, and will be required to read their story to a class at an elementary school.

Final Assignment Choice Board

Students will choose from one of the following.

1. **Photo Essay Project** Working individually, in pairs, or in groups of no more than three, students will create photo essays about child labour around the globe or in a specific country of their choice. Students have been introduced to the information and resources required for this project in previous classes. Using poster or bristol board, students will do this project in poster format. Students must include ten facts about child labour, and these facts should include information about the history, the causes and the results of it. Students should also develop and include an idea or potential solution of what they as students could do to help rectify the situation, based on what they have learned throughout the unit. Ten images are required, and they can print photos from the Internet or cut pictures from magazines. Each image must have a descriptive caption. The photo essay will be displayed in the classroom. Materials needed include a database of websites and magazines, poster board, scissors and glue for student use. (*Spatial and Naturalist*)
2. **Newspaper Article** Using the websites and resources that they have explored and been introduced to in previous classes, students will research a form of child labour that exists in the world today. They will then write a newspaper article about it, including what type of labour it involves; countries in which it is prevalent; measures that have been taken to rectify it/causes that have become involved; and possible actions that they as students could take to assist this cause. Students will use a Microsoft Word and/or PowerPoint template for the article, and it will be done in newspaper format. Students must include a headline, fictional newspaper title, and at least two photos. The article will be presented to the rest of the class. Materials needed include a database of websites and newspapers, as well as copies of local newspapers that the students can use as models. (*Verbal-Linguistic*)
3. **Survey Graph** Students will develop inquiry questions about the issue of child labour, in the form of a survey. The questions should be such that the results can be easily compiled, for example using percentages, scales of one to five, “yes or no” questions or answers that can be grouped. After these questions have been proofread and approved by the teacher, students will interview school staff, classmates and family on their knowledge, thoughts and/or opinions of child labour. The teacher should ensure that the questions developed by students will cover all of these components. Students will then use Microsoft Excel, Word and/or PowerPoint to compile their data and create a graph to present their findings to the class. Students must also write a brief summary of their findings. Materials needed include a database of websites with sample surveys and graphs for the students to use as models. (*Interpersonal and Logical-Mathematical*)

4. **Interview** Students who choose this project will work in pairs, with one student being the interviewer and one being the interviewee (a character of the students' choice from the novel *Iqbal*). The students will work together to develop questions and possible responses, and they will then compile their work and decide which questions will be used. The interview should be about two minutes long. After the teacher proofreads the selected questions, the students will perform and record the interview in the format of a podcast, using Record Pad or other recording software. The students are also required to use Garage Band software to modify their voices. Students should also choose appropriate background music that will be integrated into the interview and set the tone for it. The interview must be converted from wave to mp3 format, and it will be played for the other students in the class. Materials include the aforementioned software and microphones for student use. (*Intrapersonal and Musical*)

5. **Text-to-Text Connection** Using PhotoStory, Windows Movie Maker, or iMovie, students will create a short script and videotape a brief scene from the life of one of the fictional characters from *Iqbal*. They have choice in what they would like to explore with this video, and they must collectively decide on this as a group. For example, they may wish to explore the life of one of the children following their freedom. Does he/she continue to work for the freedom of other children? Alternatively, they may choose to infer what happens to the children's former master following his release from prison. Does he try to resume his former position, or is he a changed man? Students should attempt to find costumes that would closely resemble the type of clothing that would be worn by the characters. The script must show a development of character based on information from the text. The scene should be about 1 – 2 minutes long. The video will be shown to the other students in the class. Materials include the aforementioned software, a video camera or digital camera with recording capability, a database of sample scripts or screenplays, several websites depicting typical Pakistani dress, and any necessary props and costumes. (*Bodily-Kinesthetic*)

6. **Children's Story** Students will work individually or in pairs to write and illustrate a children's story on the theme of child labour, which they will later read to students in the fifth grade, if they wish to do so. Students will not be required to do this, as those who are more reticent may not feel comfortable doing so. The story should be 5 to 6 pages long. The illustrations can be drawn by hand or using a computer. Students may also download images from the Internet. Students will first write the text, create a basic draft, and have it approved by the teacher. Bear in mind that, as it is a children's book, it must present the information in an age-appropriate manner. The books can be made using regular 8x11 paper, or students may choose to cut poster board to size in order to create the necessary pages. Apart from being read to fifth-grade students, the books will be displayed for the other members of the class. Materials needed include paper, poster board, scissors and glue. (*Intrapersonal and Bodily-Kinesthetic*)

Notes for the teacher:

- All downloaded music, images, pictures, etc must come from Creative Commons, so as not to violate international copyright laws.

- Creating social awareness is a large component of this unit. Ideally, the projects could later be shown to other classes or put on display in a main area of the school for other students, staff and members of the public to see.

Enrichment

Paper Bag Wall

Following the Sweatshop Activity, students will have stacks of handmade paper bags and nothing to do with them. As an enrichment activity, some students may want to use these paper bags to create an in-school bulletin board on child labor. This small-group project would require extensive research and creativity for interested students.

Blog Discussion

Inevitably, some students will read the entire novel during the first weekend and be completely bored in class. To supplement those students' inquiring minds, an online blog discussion will provide them with something to do at home. This private blog will require students to join and respond to a series of higher-level, moral dilemma questions that provoke decision-making and problem solving at an advanced level. These questions can be posted every night, and students involved in the enrichment, across classes, can respond to one another's answers; consequently, this blog must be monitored by the teacher.

Possible moral dilemmas include:

- ▶ Moral dilemma of whether to escape or not – you have a chance at freedom, will you take it? Where will you go? What will you eat? What will happen to the others left behind? Will there be repercussions for them?
- ▶ Write a journal entry from the perspective of Hussein Khan; make justifications for his choice to run a carpet factory.

Social Justice Fundraising Initiative

This unit has a social action component; however, not all students will want to be “social activists”, and not all of them will feel comfortable doing fundraising activities. That being said, students can be powerful activists for social justice. Students will therefore be encouraged (but not required) to do an optional end-of-unit activity, where they will be involved in a fundraiser for Free the Children. Students will have further choice in deciding which of two campaigns they would like to be involved in.

The first campaign is called “Brick by Brick” and can be found on the Free the Children website at:

<http://www.freethechildren.com/getinvolved/youth/campaigns/campaigns.php?type=brickbybrick>

This campaign aims to raise money to build schools in developing countries. The class can vote to choose which country they wish to support. Students would be responsible for planning and carrying out fundraisers throughout the duration of the school year, with the teacher’s assistance. Such fundraisers could include bake sales, car washes, collecting recyclables from individuals and businesses for deposit, etc. The teacher must ensure that a reasonable amount of money is set as the goal and that students agree to follow through with their planned activities. Depending on what type of fundraiser the students choose to do, the teacher must also commit to allotting some of his/her own personal time and resources to helping the students, particularly if they plan a fundraiser on a Saturday for example. Additionally, the teacher could appeal to the principal, the student council or the home and school or parent-teacher association to either make a contribution or match the funds raised by the students. It could also be beneficial to include information about the students’ involvement in this campaign in the school newsletter or possibly the local newspaper.

Alternatively, students may choose to take part in the “Vow of Silence” campaign, which is fully explained on the Free the Children website at:

<http://www.freethechildren.com/getinvolved/youth/campaigns/campaigns.php?type=vowofsilence>

For this campaign, students take a vow of silence for a certain time period, to raise awareness and to support children who are silenced by the denial of their basic rights. This fundraiser could be done individually by the students at their home, outside of school time. While the website recommends that this is done for 24 hours, given the age of the students a much shorter period of time (between 6 and 10 hours perhaps) would be more reasonable. Students who have previously done sponsorship fundraising (for the Terry Fox Foundation or “Jump Rope for Heart” for example) may be more comfortable with this type of fundraising activity.

Marking Scheme

Exit Slip (Class 2)	5%
Participation	10%
Flyer Project	10%
In-Class Activities	15%
Journal Entries	30%
Choice Assignment	30%

Note to the teacher: The following rubric, which will be used to assess the flyer project and the final assignments, is to be given and explained to the students. The “Group Work/Productivity” mark will be based in part on the peer assessment rubric that each student will complete and submit.

Evaluation Rubric
Iqbal

Marking Scheme

- 1 – You have not proven that you understand the material. Your assignment is weak in this area and needs improvement.**
- 2 – Good work. You are on the right track. The assignment is acceptable in this area, but it could be improved.**
- 3 – Great! You have proven that you can apply what you have learned in order to show what you know.**
- 4 – Excellent! Your assignment proves that you have used the material in this unit to design and create an exceptional product.**

Understanding	You understood and followed all the directions, and you have included all the necessary requirements.	
Application	You applied what you have learned about child labour in a meaningful way in your chosen assignment.	
Creativity	Your assignment is very creative and original, and it is neatly done and visually/orally pleasing.	
Evaluation	Your assignment proves that you have carefully considered and assessed the issue of child labour.	
Group Work/ Productivity	You were able to work collaboratively as a group to decide on your assignment, divide tasks fairly and create a final product.	

Journal Rubric

Student Name: _____

Subject: _____

Unit: _____

Date: _____

For each journal entry, circle the number that best describes student performance, as demonstrated by the content of the entry.

Journal Entry # 1

Below Standard	Student has displayed basic understanding and knowledge of unit content.	1
Approaching Standard	Student has shown an increased ability to apply unit content in developing thoughts and responses.	2
At standard	Student has demonstrated an ability to analyze situations, make judgments, and think independently and critically, based on unit content.	3
Exceeds standard	Student has demonstrated the aforementioned standard skills, as well as the ability to make inferences and create responses based on hypothetical scenarios.	4

Journal Entry # 2

Below Standard	Student has displayed basic understanding and knowledge of unit content.	1
Approaching Standard	Student has shown an increased ability to apply unit content in developing thoughts and responses.	2
At standard	Student has demonstrated an ability to analyze situations, make judgments, and think independently and critically, based on unit content.	3
Exceeds standard	Student has demonstrated the aforementioned standard skills, as well as the ability to make inferences and create responses based on hypothetical scenarios.	4

Journal Entry # 3

Below Standard	Student has displayed basic understanding and knowledge of unit content.	1
Approaching Standard	Student has shown an increased ability to apply unit content in developing thoughts and responses.	2
At standard	Student has demonstrated an ability to analyze situations, make judgements, and think independently and critically, based on unit content.	3
Exceeds standard	Student has demonstrated the aforementioned standard skills, as well as the ability to make inferences and create responses based on hypothetical scenarios.	4

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